

A Correlation:  
VERMONT  
Academic Standards and  
Junior Achievement  
Middle School Programs



Updated (2022)  
Academic Standards  
Common Core State Standards Included

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# Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

In this document, Junior Achievement programs are correlated to the Vermont Social Studies Standards as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

## JA Middle Grades Programs

[JA Company Program® Pop Up](#) teaches students how to plan, launch, and operate their own business venture within a structured, guided experience. Throughout the start-up process, students collaborate, make crucial business decisions, practice communication skills, and develop entrepreneurial knowledge and skills. (Grades 6-12)

[JA Economics for Success®](#) provides practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values.

[JA Economics for Success® Blended Model](#) introduces middle school students to initial work and career readiness and personal finance concepts through flexible facilitation materials and engaging interactive activities, games, and role plays that support learning objectives.

[JA Global Marketplace® Blended Model](#) introduces students to the global marketplace and the ways in which countries buy and sell from each other. Through completion of this program, students will gain an understanding of the role of producers and consumers in the interconnected global market.

[JA It's My Business®](#) Blended Model provides middle school students an opportunity to experience the initial steps necessary to start a business. New program content provides an authentic entrepreneurial experience for students, with each session building up to a product-pitch competition

[JA It's My Future®](#) Blended Model offers middle school students' practical information to help prepare them for the working world. Students develop the personal-branding and job-hunting skills needed to earn a job.

[JA Inspire™](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8)

[JA Career Exploration Fair™](#) is an event where students learn about a range of career options across multiple career clusters. (Grades K-12)

[JA Career Speakers Series™](#) In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-12)

[JA Excellence through Ethics™](#) Through JA Excellence through Ethics, students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. (Grades 6-12)

[JA It's My Job™](#) (Soft Skills) will help students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. (Grades 6-12)

# JA Company Program Pop Up

| Session Descriptions  | Academic Standards  | Common Core ELA   |
|---|---|---|
| <p><b>Session One: Pop-Up Warm-Up</b></p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain what a pop-up business is and its intended purpose.</li> <li>Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.</li> <li>Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> </ul>  | <p><b>Social Studies - Process and Skills</b></p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><b>Social Studies</b></p> <p>6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?</p> | <p>RI.6 3,4,7<br/>RI.7 3,4<br/>RI.8 3,4</p> <p>W.6.4<br/>W.7.2,4<br/>W.8.4</p> <p>SL 6.1,2<br/>SL.7 1,2<br/>SL. 8.1,2</p> <p>L. 6 1,2,3,4,6<br/>L.7. 1-6<br/>L.8 1-6</p>            |
| <p><b>Session Two: Doing the Research</b></p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers’ needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of the profit equation and understand how to calculate profit.</li> <li>Explain what a target audience is.</li> <li>Recognize the importance of the customers’ wants and needs related to the business’s goals.</li> <li>Identify appropriate market research techniques to use when collecting information.</li> </ul> | <p><b>Social Studies</b></p> <p>6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.</p> <p>6 – G4.1.4 Explain how culture influences the daily lives of people.</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>Act as a responsible and contributing citizen and employee.</li> <li>Work productively in teams while using cultural global competence.</li> </ul>  | <p>RI.6 1,2,4,7<br/>RI.7 1,4<br/>RI.8 1,2,4</p> <p>W.6 4,7,9<br/>W.7 2,7,9<br/>W.8 4,7,9</p> <p>SL.6 1,2,4<br/>SL.7 1,2,4<br/>SL.8 1,2,4</p> <p>L.6 1-6<br/>L.7 1-6<br/>L.8 1-6</p> |

# JA Company Program Pop Up

| Session Descriptions  | Academic Standards   | Common Core ELA  |
|---|--|--|
| <p><b>Session Three: Defining the Pop-Up Structure</b></p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>▪ Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>▪ Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>▪ Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul> | <p><b>Social Studies Process and Skills</b></p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>- Demonstrate creativity and innovation.</li> <li>- Use technology to enhance productivity.</li> <li>- Communicate clearly and effectively and with reason.</li> <li>- Employ valid and reliable research strategies.</li> </ul> | <p>RI.6. 2,4,7<br/>RI.7 2,4<br/>RI.8 2,4</p> <p>W.6-8 4,7,9</p> <p>SL.6-8 1,2,4</p> <p>L.6-8 1-6</p>       |
| <p><b>Session Four: The Ps of Pop-Up</b></p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>▪ Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.</li> <li>▪ Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>  | <p><b>Social Studies</b></p> <p>6 – E3.1.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?</p> <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>- Use technology to enhance productivity.</li> <li>- Work productively in teams while using cultural global competence.</li> </ul>  | <p>RI.6 2,3,4,7<br/>RI.7-8 2,3,4</p> <p>W.6 4<br/>W.7 4<br/>W.8 4</p> <p>SL6-8. 1,2,4</p> <p>L.6-8 1-6</p> |

# JA Company Program Pop Up

| Session Descriptions  | Academic Standards   | Common Core ELA  |
|---|--|--|
| <p><b>Session Five: Creating the Buzz</b></p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.</li> <li>▪ Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>    | <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>- Demonstrate creativity and innovation.</li> <li>- Use technology to enhance productivity.</li> <li>- Communicate clearly and effectively and with reason.</li> <li>- Employ valid and reliable research strategies.</li> </ul> | <p>RI.6 1,2,3,4,7<br/>RI.7 1,2,3,4<br/>RI 8 1,2,3,4</p> <p>W.6-8 4,7,9</p> <p>SL.6-8 1,2,4</p> <p>L. 6-8 1-6</p> |
| <p><b>Session Six: Open for Business!</b></p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>▪ Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.</li> <li>▪ Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul> | <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>- Communicate clearly and effectively and with reason.</li> <li>- Consider the environmental, social, and economic impacts of decisions.</li> <li>- Act as a responsible and contributing citizen and employee.</li> </ul>       | <p>RI.6-8 2,4</p> <p>W.6-8 4</p> <p>SL.6 1,2,4<br/>SL.7 4<br/>SL.8 1,2,4</p> <p>L.6-8 1-6</p>                    |

# JA Company Program Pop Up

| Session Descriptions   | Academic Standards  | Common Core ELA  |
|--|---|--|
| <p><b>Session Seven: Pop-Up Wrap-Up</b></p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their businesses and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete the tasks to calculate final sales and profit and close out the business.</li> <li>▪ Analyze final sales information and compare it to the pop-up business’s initial profit goal.</li> <li>▪ Assess company and personal goals to determine successes and areas for improvement.</li> </ul> | <p><b>Career Ready Practices</b></p> <ul style="list-style-type: none"> <li>- Apply appropriate academic and technical skills.</li> <li>- Plan education and career paths aligned to personal goals.</li> </ul> | <p>RI.6 2,3,4,7<br/>           RI.7 2,3,4<br/>           RI.8 2,3,4</p> <p>W.6-8 4</p> <p>SL.6-8 1,2,4</p> <p>L6-8 1-6</p> |

# JA Economics for Success

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA   | Common Core Math   |
|--|--------------------|-----------------|---|--|
| <p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use personal reflection to explain self-knowledge</li> <li>Apply their skills, interests, and values to help determine a potential career path</li> </ul>   |                    |                 | <p><b>Grade 6</b><br/>RI.6.2,4,7<br/>SL.6.1-2<br/>L.6.1,3,4</p> <p><b>Grade 7</b><br/>RI.7.2,4<br/>SL.7.1,2<br/>L.7.1,3,4</p> <p><b>Grade 8</b><br/>RI.8.2,4<br/>SL.8.1<br/>L.8.1,3,4</p> |  |
| <p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the connection between goal setting, personal finance, education, and career choices</li> <li>Apply decision making to education and career choices</li> </ul>   |                    |                 | <p><b>Grade 6</b><br/>RI.6.4<br/>SL.6.1,2<br/>L.6.1,3,4</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL.7.1,2<br/>L.7.1,3,4</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL.8.1<br/>L.8.1,3,4</p>         | <p><b>Grade 6</b><br/>6.NS3<br/>6.NS.C.5</p>                                       |
| <p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that a balanced budget is important for all workers</li> <li>Define the term income and differentiate between gross and net income</li> <li>Name ways to balance a budget</li> </ul> |                    |                 | <p><b>Grade 6</b><br/>RI.6.4,7<br/>SL.6.1<br/>L.6.1,3,4</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL.7.1<br/>L.7.1,3,4</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL.8.1<br/>L.8.1,3,4</p>           | <p><b>Grade 6</b><br/>6.NS.B.3<br/>6.NS.C.5</p> <p><b>Grade 7</b><br/>7.RP.A.3</p> |

# JA Economics for Success

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA   | Common Core Math   |
|--|--------------------|-----------------|---|--|
| <p><b>Session Four: Savvy Shopper</b></p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the differences between debit and credit cards</li> <li>▪ Explain the advantages and disadvantages of both cards</li> <li>▪ Recognize the importance of taking personal responsibility for financial decisions</li> </ul>  |                    |                 | <p><b>Grade 6</b><br/>RI.6.4,7<br/>SL.6.1<br/>L.6.1,3,4</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL.7.1<br/>L.7.1,3,4</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL.8.1<br/>L.8.1,3,4</p> | <p><b>Grade 6</b><br/>6.NS.B.3<br/>6.NS.C.5</p> <p><b>Grade 7</b><br/>7.RP.A.3</p> |
| <p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the favorable or unfavorable consequences of a high or low personal credit score</li> <li>▪ Explain actions that cause a credit score to go up or down</li> </ul>   |                    |                 | <p><b>Grade 6</b><br/>RI.6.4,7<br/>SL.6.1<br/>L.6.1,3,4</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL.7.1<br/>L.7.1,3,4</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL.8.1<br/>L.8.1,3,4</p> | <p><b>Grade 6</b><br/>6.NS.B.3<br/>6.NS.C.5</p>                                    |
| <p><b>Session Six: What’s the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explore the cost and consequence of risk</li> <li>▪ Explain how insurance provides a method to minimize financial risk</li> <li>▪ Identify the opportunity cost of having insurance</li> <li>▪ Assess how personal responsibility plays a part in minimizing risk</li> </ul> |                    |                 | <p><b>Grade 6</b><br/>SL.6.1<br/>L.6.1,3,4</p> <p><b>Grade 7</b><br/>SL.7.1<br/>L.7.1,3,4</p> <p><b>Grade 8</b><br/>SL.8.1<br/>L.8.1,3,4</p>                                    |  |

# JA Economics for Success Blended

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA   |
|--|--------------------|-----------------|---|
| <p><b>My Career Exploration</b></p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the career clusters and their related careers.</li> <li>Apply values, skills, and interests to the career clusters.</li> </ul>   |                    |                 | <p>RI.1, RI.2, RI.4<br/>W.4, W.7, W.8<br/>SL.1, SL.2, SL.4<br/>L1, L2, L3, L4, L6</p> |
| <p><b>Getting to Know Me</b></p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions.</li> <li>Discuss the importance of a personal brand statement.</li> <li>Recognize that self-knowledge is needed to work effectively with others.</li> </ul> |                    |                 | <p>RI.2, RI.4<br/>W.4, W.5<br/>SL.1, SL.6<br/>L1, L2, L3, L4, L6</p>                  |
| <p><b>My Career Goals</b></p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the connections between your choices and your education, personal finances, and career paths.</li> <li>Create short- and long-term goals.</li> <li>Identify character traits that can help you overcome obstacles.</li> </ul>  |                    |                 | <p>RI.1, RI.2, RI.4<br/>W.4<br/>SL.1, SL.2<br/>L1, L2, L3, L4, L6</p>                 |

# JA Economics for Success Blended

| Session Descriptions  | Academic Standards | Other Standards | Common Core ELA  |
|---|--------------------|-----------------|--|
| <p><b>My Transferable Skills</b><br/>           Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize appropriate skills for the workplace.</li> <li>Identify transferable skills and their importance.</li> <li>Recognize the importance of having digital skills and using professional digital tools and programs.</li> </ul>   |                    |                 | RI.1, RI.2, RI.4<br>W.4, W.6<br>SL.1, SL.2, SL.4<br>L1, L2, L3, L4, L6                           |
| <p><b>My Income and Expenses</b><br/>           Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that workers should not expect to keep all the money they earn.</li> <li>Recognize problem solving as a challenge and not an obstacle.</li> <li>Explore career-based solutions for income planning.</li> <li>Reflect on the personal impact of saving money.</li> </ul> |                    |                 | RI.1, RI.2, RI.4, RI.7<br>W.4, W.6<br>SL.1, SL.3,<br>L1, L2, L3, L4, L6<br>Math Practices<br>1-7 |

# JA Economics for Success Blended

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA  |
|--|--------------------|-----------------|--|
| <p><b>Planning for My Future Income</b><br/>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR)</li> <li>Examine the true costs of goods and services. (FL)</li> </ul> |                    |                 | RI.4,RI.7<br>W.4, W.7, W.8<br>SL.1, SL.2, SL.4<br>L1, L2, L3, L4, L6               |
| <p><b>Managing My Money</b><br/>Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define a budget and its importance.</li> <li>Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies.</li> <li>Practice budgeting skills using income that can be earned while still in school.</li> </ul>   |                    |                 | RI.1,RI.2,RI.4,RI.7<br>SL.1, SL.2, SL.4<br>L1, L3, L4, L6<br>Math Practices<br>1-7 |
| <p><b>Paying for My Wants and Needs</b><br/>Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe ways to pay for everyday goods and services.</li> <li>Identify the differences between debit (paying now) and credit (paying in the future, plus interest).</li> </ul>   |                    |                 | RI.1,RI.2,RI.4,RI.7<br>SL.1, SL.2, SL.4<br>L1, L3, L4, L6<br>Math Practices<br>1-7 |

# JA Economics for Success Blended

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA  |
|--|--------------------|-----------------|--|
| <p><b>My Credit and Spending</b><br/>Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain who looks at your credit report and why.</li> <li>• Describe how financial decisions can improve a credit report.</li> <li>• Identify spending habits that are financially responsible.</li> </ul>                             |                    |                 | <p>RI.1,RI.2,RI.4,RI.7<br/>W.4, W.6<br/>SL.1, SL.2,SL.4<br/>L1, L2, L3, L4, L6</p> <p>Math Practices<br/>1-7</p> |
| <p><b>My Ride on the Financial Roller Coaster</b><br/>Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe examples of how to use personal responsibility to address risk.</li> <li>• Recognize that insurance is a way to transfer the risk of loss.</li> <li>• Identify the opportunity cost in different spending decisions.</li> </ul> |                    |                 | <p>RI.1,RI.2,RI.4,RI.7<br/>W.4, W.6<br/>SL.1, SL.2, SL.4<br/>L1, L2, L3, L4, L6</p>                              |

# JA Global Marketplace

# JA Global Marketplace – Blended

| Session Details   | VT Global Citizenship Standards  | Common Core ELA   | Common Core Math |
|---|--|---|------------------|
| <p><b>Session One: We're All Connected</b></p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define international trade.</li> <li>▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete.</li> <li>▪ Evaluate how technology innovation creates a global community.</li> </ul>   | <p>H&amp;SS7-8:1 Students initiate an inquiry by asking focusing and probing questions that will lead to independent research and incorporate concepts of personal, community, or global relevance.</p> <p>H&amp;SS7-8:8 Students connect the past with the present by explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes).</p> | <p><b>Grade 6</b><br/>           RI.6.1-2<br/>           RI.6.4,7<br/>           SL.6.1-2<br/>           SL.6.4<br/>           L.6.2-6</p> <p><b>Grade 7</b><br/>           RI.7.1-2<br/>           RI.7.4,8<br/>           SL.7.1-4<br/>           L.7.1<br/>           L.7.3-4<br/>           L.7.6</p> <p><b>Grade 8</b><br/>           RI.8.1-2<br/>           RI.8.4<br/>           SL.8.1-4<br/>           L.8.1<br/>           L.8.3-4</p> | <p>NA</p>        |
| <p><b>Session Two: Know Your Neighbors</b></p> <p>Students analyze cultural differences that can make an impact on international business. They learn through characters at the FreeTrade Market the importance of being culturally aware.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of cultural business practices around the world.</li> <li>▪ Articulate the importance of cultural awareness and sensitivity in international business.</li> </ul> | <p>H&amp;SS7-8:14 Students act as citizens by giving examples of ways people act as members of a global community and</p> <p>Demonstrating positive interaction with group members (e.g., working with a group to design a lesson teaching younger students about rights and responsibilities).</p>  | <p><b>Grade 6</b><br/>           RI.6.4,7<br/>           W.6.2,7<br/>           SL.6.1-2<br/>           SL.6.4<br/>           L.6.1-6</p> <p><b>Grade 7</b><br/>           RI.7.4<br/>           W.7.2<br/>           W.7.6-7<br/>           SL.7.1-2<br/>           SL.7.4<br/>           L.7.1-6</p> <p><b>Grade 8</b><br/>           W.8.2<br/>           W.8.7,9<br/>           SL.8.1-2<br/>           SL.8.4<br/>           L.8.1-5</p>     | <p>NA</p>        |

# JA Global Marketplace – Blended

| Session Details   | VT Global Citizenship Standards  | Common Core ELA   | Common Core Math  |
|---|--|---|---|
| <p><b>Session Three: Want to Trade?</b></p> <p>Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Define interdependence and describe examples of multinational trade and its effect on a single product.</li> <li>Evaluate the pros and cons of trading with other countries.</li> </ul>  | <p>H&amp;SS7-8:11 Students interpret geography and solve geographic problems by observing, comparing, and analyzing patterns of national, and global land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities</p> <p>H&amp;SS7-8:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by explaining how goods and services around the world create economic interdependence between people in different places</p> | <p><b>Grade 6</b><br/>           RI.6.1-2<br/>           RI.6.,7-8<br/>           W.6.1-2<br/>           SL.6.1-5<br/>           L.6.1-6</p> <p><b>Grade 7</b><br/>           RI.7.1-4<br/>           RI.7.8<br/>           W.7.1-2<br/>           W.7.6<br/>           SL.7.1-3<br/>           L.7.1-6</p> <p><b>Grade 8</b><br/>           RI.8.1-4<br/>           W.8.1-2<br/>           SL.8.1-4<br/>           L.8.1-5</p> | <p><b>Grade 6</b><br/>           6.NSA.3</p> <p><b>Mathematical Practices 6-8</b><br/>           1-2<br/>           4-7</p> |
| <p><b>Session Four: Wide World of Work</b></p> <p>Students interview staff and customers at the FreeTrade Market to learn why people leave their home countries to work elsewhere and what is required to get an international job.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Explain how economic factors, like a job, can cause people to move to another country.</li> <li>Identify international career options and the requirements for that career, including a second language.</li> <li>Evaluate factors involved in working for an international organization.</li> </ul> | <p>H&amp;SS7-8:16 Students examine how different societies address issues of human interdependence by identifying examples of interdependence among states and nations (e.g., transportation systems).</p>   | <p><b>Grade 6</b><br/>           RI.6.1-2<br/>           RI.6.,4,7<br/>           W.6.7<br/>           SL.6.1-3<br/>           L.6.1-6</p> <p><b>Grade 7</b><br/>           RI.7.1-4<br/>           RI.7.8<br/>           W.7.6-7<br/>           SL.7.1-3<br/>           L.7.1-6</p> <p><b>Grade 8</b><br/>           RI.8.1-4<br/>           W.8.7,9<br/>           SL.8.1-2<br/>           L.8.1-5</p>                        | <p>NA</p>   |
| <p><b>Session Five: Tough Choices</b></p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Analyze the ethical responsibility that business owners and consumers share with one another.</li> <li>Evaluate what obligation business owners have for the safety and security of their employees and customers.</li> </ul>   | <p>H&amp;SS7-8:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by drawing conclusions about how choices within an economic system affect the environment in the state, nation, and/or world</p>  | <p><b>Grade 6</b><br/>           RI.6.1,4,7<br/>           SL.6.1-2<br/>           SL.6.4-5<br/>           L.6.1,4-6</p> <p><b>Grade 7</b><br/>           RI.7.1-3,4<br/>           SL.7.1-3<br/>           L.7.1-6</p> <p><b>Grade 8</b><br/>           RI.8.1-4<br/>           SL.8.1-2<br/>           SL.8.4<br/>           L.8.1,3-5</p>  | <p><b>Grade 6</b><br/>           6.NSA.3</p> <p><b>Mathematical Practices 6-8</b><br/>           1-2<br/>           4-7</p> |

# JA Global Marketplace – Blended

| Session Details   | VT Global Citizenship Standards  | Common Core ELA  | Common Core Math   |
|---|--|--|--|
| <p><b>Session Six: What Is Money Really Worth?</b></p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how currency exchange affects international trade:</li> <li>▪ Explain currency exchange rate</li> <li>▪ Use an exchange rate calculator.</li> <li>▪ Evaluate any obstacles to having a single global currency.</li> </ul>   | <p>H&amp;SS7-8:19 Students show understanding of the interconnectedness between government and the economy by recognizing that governments around the world create their own currency for use as money and</p> <p>Recognizing that a change in exchange rates changes the relative price of goods and services between two countries</p>   | <p><b>Grade 6</b><br/>RI.6.,4,7,8<br/>SL.6.1-3<br/>SL.6.4-5<br/>L.6.1<br/>L.6.4-5</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL.7.1-2<br/>SL.7.4<br/>L.7.1<br/>L.7.3-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL.8.1-3<br/>L.8.1<br/>L.8.3-5</p> | <p><b>Grade 6</b><br/>6.RP.A.1<br/>6.RP.A.2<br/>6.RP.A.3</p> <p><b>Grade 7</b><br/>7.RP.A.1</p> <p><b>Mathematical Practices 6-8</b><br/>1-2<br/>4-8</p> |
| <p><b>Session Seven: Fair Trade (volunteer- or teacher-led)</b></p> <p>Students examine a variety of trade barriers that are sometimes imposed by countries. They then go shopping in the market, where they face barriers and consequences that demonstrate the effects of international trade barriers.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define trade barriers and why they are used in international trade.</li> <li>▪ Evaluate how free trade and trade barriers affect trade between countries.</li> </ul> | <p>H&amp;SS7-8:12 Students show understanding of human interaction with the environment over time by evaluating different viewpoints regarding resource use in the U.S. &amp; world</p> <p>H&amp;SS7-8:16 Students examine how different societies address issues of human interdependence by explaining conditions, actions, and motivations that contribute to tensions and/or conflict within and among individuals, communities, and nations</p> <p>H&amp;SS7-8:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by comparing price, quality, and features of goods and services.</p> | <p><b>Grade 6</b><br/>RI.6.1-2<br/>RI.6.,4,7,8<br/>W.6.2<br/>SL.6.1-4<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1-4<br/>W.7.2,6<br/>SL.7.1-3<br/>L.7.1-6</p> <p><b>Grade 8</b><br/>RI.8.1-4<br/>W.8.2<br/>SL.8.1-3<br/>L.8.1-5</p>      | <p><b>Grade 6</b><br/>6.NSA.3</p> <p><b>Mathematical Practices 6-8</b><br/>1-2<br/>4-8</p>   |

# JA It's My Business!

# JA It's My Business! – Blended

| Session Details   | VT Global Citizenship Standards  | Common Core ELA   |
|---|--|---|
| <p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneurship and social entrepreneurship.</li> <li>Identify entrepreneurial characteristics and recognize strengths and areas of potential growth.</li> </ul>                       | <p>H&amp;SS7-8:1 Students initiate an inquiry by asking focusing and probing questions that will lead to independent research and incorporate concepts of personal, community, or global relevance.</p> <p>H&amp;SS7-8:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services, and predicting the long term effects of these uses</p> | <p>RI 6.4,7<br/>SL. 6.1-2<br/>SL. 6<br/>L. 6.1-6</p> <p>RI 7.3-4<br/>RI.7.7<br/>SL. 7.1-2<br/>SL. 7.4<br/>L. 7.1-6</p> <p>RI 8.3-4<br/>RI. 8.7<br/>SL. 8.1-2<br/>SL. 8.6<br/>L. 8.1-5</p> |
| <p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Define market and need.</li> <li>Describe the importance of identifying market and need when entrepreneurs develop new product ideas.</li> </ul>   | <p>H&amp;SS7-8:2 Students develop a hypothesis, thesis, or research statement by predicting results, proposing a choice about a possible action, or exploring relationships between facts and/or concepts.</p> <p>H&amp;SS7-8:4 Students conduct research by referring to and following a detailed plan for an inquiry, and locating relevant materials such as print, electronic, and human resources</p>   | <p>RI 6.4,7<br/>SL. 6.1-2<br/>SL. 4<br/>L. 6.1-6</p> <p>RI 7.3-4<br/>RI.7.7<br/>SL. 7.1-2<br/>SL. 7.6<br/>L. 7.1-6</p> <p>RI 8.3-4<br/>RI. 8.7<br/>SL. 8.1-2<br/>SL. 8.4<br/>L. 8.1-5</p> |
| <p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea.</li> <li>Recognize creativity and innovation as necessary entrepreneurial skills for starting a business.</li> </ul> | <p>H&amp;SS7-8:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by examining the causes and long-term effects of people’s needs and/or wants exceeding their available resources, and proposing possible solutions.</p>   | <p>RI 6.4,7<br/>SL. 6.1-2<br/>SL. 4<br/>L. 6.1-6</p> <p>RI 7.3-4<br/>SL. 7.1-2<br/>SL. 7.64<br/>L. 7.1-6</p> <p>RI 8.4,7<br/>SL. 8.1-2<br/>SL. 8.4<br/>L. 8.1-5</p>                       |

# JA It's My Business! – Blended

| Session Details  | VT Global Citizenship Standards   | Common Core ELA   |
|--|---|---|
| <p><b>Session Four: Market Research</b></p> <p>Students learn about the importance of obtaining market feedback about a new product idea. Groups practice developing survey questions, test their questions, and discuss ways to revise their questions to obtain more useful feedback about their product ideas.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of market research in the product development process.</li> <li>Describe multiple types of survey questions.</li> </ul>  | <p>H&amp;SS7-8:5 Students develop reasonable explanations that support the research statement by choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, and/or justifying (e.g., analyzing information to determine why two historical accounts of the same event might differ.)</p> | <p>RI 6.1-2<br/>RI 6.4,7<br/>SL 6.2<br/>SL 6.4<br/>L. 6.1-6<br/>RI 7.1-2<br/>RI.7.4,7<br/>SL 7.2<br/>L. 7.1-6<br/>RI 8.1-2<br/>RI 8.4,7<br/>SL 8.2<br/>L. 8.1-5</p>                 |
| <p><b>Session Five: Design and Prototype</b></p> <p>Students learn about the product design and prototype process. Each student creates a product sketch to showcase their product idea.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Represent a product idea and its features by using rough sketches and drawings.</li> <li>Recognize sketches as an important first step in the prototype process.</li> </ul>  | <p>NA</p>   | <p>RI 6.4,7<br/>SL 6.1-2<br/>SL 6.4-7<br/>L. 6.1-6<br/>RI.7.4,7<br/>SL 7.1-2<br/>SL 7.4-5<br/>L. 7.1-6<br/>RI 8.4,7<br/>SL 8.1-2<br/>SL 8.4-5<br/>L. 8.1-5</p>                      |
| <p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups pitch their product idea to the volunteer and teacher. Guest judge(s) may be invited to award teams with faux start-up funds.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Discuss the elements that make a strong pitch presentation to potential investors.</li> <li>Work together to create and deliver a product pitch for potential funding.</li> </ul> | <p>H&amp;SS7-8:20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by analyzing influences on buying and saving, and analyzing factors involved in the production of a product or service.</p>  | <p>RI 6.4,7<br/>SL 6.1-2<br/>SL 6.4-6<br/>L. 6.1-4<br/>RI.7.4,7<br/>W. 7.6-7<br/>SL 7.1-2<br/>SL 7.-6<br/>L. 7.1-4<br/>RI 8.3-4<br/>RI 8.7<br/>W 8.7<br/>SL 8.1-2<br/>SL. 8.4-6</p> |

# JA It's My Future – Blended

| Session Descriptions   | VT Global Citizenship Standards   | Common Core ELA  |
|--|---|--|
| <p><b>Session One: My Brand</b><br/>Students examine well-known businesses to learn about brand and reputation. They complete a personal brand worksheet to define their own brands and then design logos to represent themselves.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Recognize branding as a way to build a positive reputation, personally as well as in the business world.</li> <li>Design a logo that expresses their personal brand.</li> </ul>  | NA  | RI 6.7<br>L. 6.1-6<br>SL. 6.1-3<br>SL. 6.5<br><br>L. 7.1-6<br>SL. 7.1-3<br>SL. 7.5<br><br>RI 8.4<br>L. 8.1-6<br>SL. 8.1-3<br>SL. 8.5 |
| <p><b>Session Two: Career Clusters</b><br/>Students are introduced to the 16 career clusters, take a career interest assessment, learn about potential jobs within their preferred cluster and then share job information with other classmates and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify jobs in specific career clusters that they would like to further explore.</li> <li>Understand the interconnectivity and value of all types of jobs.</li> </ul>            | H&SS7-8:1 Students initiate an inquiry by asking focusing and probing questions that will lead to independent research and incorporate concepts of personal, community, or global relevance.  | RI 6.7<br>L. 6.1-4 L.6.6<br>SL. 6.1-2<br>SL. 6.<br><br>RI 7.4<br>L. 7.1,3,4<br>SL. 7.1,2,4<br><br>RI 8.4<br>L. 8.1,3,4<br>SL. 8.2,4  |
| <p><b>Session Three: High Growth Careers</b><br/>Students learn about declining and high-growth careers and possible reasons for changes in a job's outlook. They are introduced to several high-growth occupations and have the opportunity to research growth careers in their preferred career clusters.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Recognize the difference between high-growth and declining careers.</li> <li>Identify specific careers that are forecasted to have high growth.</li> </ul>                        | H&SS7-8:2 Students develop a hypothesis, thesis, or research statement by predicting results, proposing a choice about a possible action, or exploring relationships between facts and/or concepts.<br><br>H&SS7-8:4 Students conduct research by referring to and following a detailed plan for an inquiry   | RI 6.7 L.6.1,4,6<br>SL. 6.1-2<br><br>RI 7.4<br>L. 7.1,4<br>SL. 7.1-2<br><br>L. 8.1,3,4<br>SL. 8.1                                    |
| <p><b>Session Four: Career Mapping</b><br/>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify experiences and activities related to foundational skills that are transferable to a future job.</li> <li>Plan the significant markers needed to earn a particular job.</li> </ul> | H&SS7-8:5 Students develop reasonable explanations that support the research statement by organizing and display information in a manner appropriate to the research statement through tables graphs, maps, dioramas, charts, narratives, posters timelines, models, simulations, and/or dramatizations, and revising explanations as necessary based on personal reflection, peer critique, expert opinion, etc. | L. 6.1-4 L.6.6<br>SL. 6.1-3<br><br>L. 7.1,3,4<br>SL. 7.1,2,4<br><br>L. 8.1,3,4<br>SL. 8.1-2  |

# JA It's My Future – Blended

| Session Descriptions   | VT Global Citizenship Standards   | Common Core ELA   |
|--|---|---|
| <p><b>Session Five: On the Hunt</b></p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.</li> </ul>   | <p>H&amp;SS7-8:6 Students make connections to research by formulating recommendations and/or making decisions based on evidence, and Using their research results to support or refute the original research statement.</p>                                 | <p>RI 6.7<br/>L. 6.1-6<br/>SL. 6.1-2<br/>SL. 5-6</p> <p>RI 7.4<br/>L. 7.1,3,4<br/>SL. 7.1,2,4</p> <p>RI 8.4<br/>L. 8.1,3,4<br/>SL. 8.2,4</p>            |
| <p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Differentiate between technical skills and soft skills.</li> <li>Describe specific soft skills they already possess and those on which they need to improve.</li> </ul> | <p>H&amp;SS7-8:14 Students act as citizens by demonstrating positive interaction with group members, and explaining and defending their own point of view on issues that affect themselves and society, using information gained from reputable sources</p> | <p>RI 6.7<br/>L. 6.1-6<br/>SL. 6.1-2<br/>SL. 5-6</p> <p>RI 7.4<br/>L. 7.1,3,4<br/>SL. 7.1-2<br/>SL.7.5-6</p> <p>RI 8.4<br/>L. 8.1,3,4<br/>SL. 8.1-3</p> |

# JA Inspire

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA   |
|--|--------------------|-----------------|---|
| <p><b>Session One: Career Planning Starts with You</b></p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters that match their skills and interests.</li> <li>Assess their soft skills and identify need for improvement.</li> <li>Identify industries and jobs that offer opportunities.</li> </ul>  |                    |                 | <p><b>Reading for Informational Text</b><br/>           RI 1<br/>           RI 4<br/>           RI 7</p> <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p> |
| <p><b>Session Two: Making the Most of JA Inspire</b></p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify companies that they want to learn more about at the JA Inspire event. Three is a good number.</li> <li>Prepare questions that they want to ask and practice asking them.</li> <li>Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers.</li> <li>Express their expectations of the upcoming event.</li> </ul> |                    |                 | <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Writing</b><br/>           W 4<br/>           W 7<br/>           W 8</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p>                           |

# JA Inspire

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA  |
|--|--------------------|-----------------|--|
| <p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make connections with adults who have jobs in careers that interest them.</li> <li>See the connection between high school programming choices and careers.</li> <li>Collect information about the education required to be successful in a job.</li> <li>Practice soft skills.</li> </ul>  |                    |                 | <p><b>Reading for Informational Text</b><br/>           RI 1<br/>           RI 4<br/>           RI 7</p> <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p>  |
| <p><b>Session Four: Debrief and Next Steps</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> <li>Understand relevant business communication practices.</li> </ul> |                    |                 | <p><b>Reading for Informational Text</b><br/>           RI 1<br/>           RI 4<br/>           RI 7</p> <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Writing</b><br/>           W 3<br/>           W 4<br/>           W 5</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p> |

# JA Career Exploration Fair

| Session Descriptions  | Academic Standards | Other Standards | Common Core ELA  |
|---|--------------------|-----------------|--|
| <p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Differentiate between abilities (skills) and values.</li> <li>▪ Identify their personal characteristics.</li> </ul>   |                    |                 | <p><b>Reading for Informational Text</b><br/>RI 4<br/>RI 7</p> <p><b>Speaking and Listening</b><br/>SL 1<br/>SL 2</p> <p><b>Language</b><br/>L 3<br/>L 4<br/>L 6</p>                                       |
| <p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete one pre-fair activity (teacher-led) (optional).</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Complete one post-fair activity (teacher-led) (optional).</li> <li>▪ Complete a student evaluation, if requested.</li> </ul> |                    |                 | <p><b>Reading for Informational Text</b><br/>RI 4<br/>RI 7</p> <p><b>Speaking and Listening</b><br/>SL 1<br/>SL 2</p> <p><b>Writing</b><br/>W 4<br/>W 7</p> <p><b>Language</b><br/>L 3<br/>L 4<br/>L 6</p> |

# JA Career Exploration Fair

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA   |
|--|--------------------|-----------------|---|
| <p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul> |                    |                 | <p><b>Reading for Informational Text</b><br/>           RI 2<br/>           RI 4<br/>           RI 5<br/>           RI 7</p> <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Writing</b><br/>           W 4<br/>           W 7</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p> |

# JA Career Speaker Series

| Session Descriptions  | Academic Standards | Other Standards | Common Core ELA   |
|---|--------------------|-----------------|---|
| <p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests.</li> <li>Recognize Career Clusters</li> <li>Recall future high-demand occupations</li> </ul> |                    |                 | <p><b>Reading for Informational Text</b><br/>           RI 1<br/>           RI 4<br/>           RI 7</p> <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Writing</b><br/>           W 4<br/>           W 7</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p> |
| <p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> <li>Equate job responsibilities with skills and interests</li> </ul>                               |                    |                 | <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Writing</b><br/>           W 4<br/>           W 7</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p>  |
| <p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize Career Clusters</li> </ul>  |                    |                 | <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2</p> <p><b>Writing</b><br/>           W 2<br/>           W 4<br/>           W 7</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p>   |

# JA Excellence through Ethics

| Session Descriptions  | Academic Standards | Other Standards | Common Core ELA  |
|---|--------------------|-----------------|--|
| <p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>▪ Articulate how one's core values affects one's choices.</li> <li>▪ Articulate and identify the steps necessary to make ethical decisions.</li> <li>▪ Recognize that individual ethics affect the greater community.</li> </ul>  |                    |                 | <p><b>Reading for Informational Text</b><br/>           RI 1<br/>           RI 4<br/>           RI 7</p> <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2<br/>           SL 3<br/>           SL 4</p> <p><b>Writing</b><br/>           W 4</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p> |
| <p><b>Reflection Activity</b></p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply key terms and concepts used in the volunteer-led activities.</li> <li>▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul> |                    |                 | <p><b>Speaking and Listening</b><br/>           SL 1<br/>           SL 2<br/>           SL 3</p> <p><b>Language</b><br/>           L 3<br/>           L 4<br/>           L 6</p>   |

# JA It's My Job (Soft Skills)

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA  |
|--|--------------------|-----------------|--|
| <p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of manners as an element of professionalism.</li> <li>▪ Identify language and style appropriate for the workplace.</li> </ul>   |                    |                 | <p><b>Reading for Informational Text</b><br/>RI 1<br/>RI 4</p> <p><b>Speaking and Listening</b><br/>SL 1<br/>SL 2<br/>SL 4<br/>SL 6</p> <p><b>Writing</b><br/>W 4</p> <p><b>Language</b><br/>L 1<br/>L 2<br/>L 3<br/>L 4<br/>L 6</p> |
| <p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify information necessary for a job application.</li> <li>▪ Recognize key features and formatting of resumes.</li> <li>▪ Use appropriate language for a resume.</li> </ul> |                    |                 | <p><b>Speaking and Listening</b><br/>SL 1<br/>SL 2</p> <p><b>Writing</b><br/>W 4</p> <p><b>Language</b><br/>L 1<br/>L 2<br/>L 3<br/>L 4<br/>L 6</p>  |

## JA It's My Job (Soft Skills)

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA  |
|--|--------------------|-----------------|--|
| <p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional dress and demeanor for a job interview.</li> </ul> |                    |                 | <p><b>Speaking and Listening</b></p> <p>SL 1<br/>SL 2<br/>SL 4<br/>SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 1<br/>L 2<br/>L 3<br/>L 4<br/>L 6</p> |
| <p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>   |                    |                 | <p><b>Speaking and Listening</b></p> <p>SL 1<br/>SL 2<br/>SL 4<br/>SL 5<br/>SL 6</p> <p><b>Language</b></p> <p>L 1<br/>L 3<br/>L 4<br/>L 6</p>                                 |

## JA It's My Job (Soft Skills)

| Session Descriptions   | Academic Standards | Other Standards | Common Core ELA   |
|--|--------------------|-----------------|---|
| <p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul> |                    |                 | <p><b>Speaking and Listening</b></p> <p>SL 1<br/>SL 2<br/>SL 4<br/>SL 5<br/>SL 6</p> <p><b>Language</b></p> <p>L1<br/>L 3<br/>L 4<br/>L 6</p>   |
| <p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>                                     |                    |                 | <p><b>Speaking and Listening</b></p> <p>SL 1<br/>SL 2<br/>SL 4<br/>SL 6</p> <p><b>Writing</b></p> <p>W 4<br/>W5<br/>W6</p> <p><b>Language</b></p> <p>L1<br/>L 2<br/>L 3<br/>L 4<br/>L 6</p> |